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Validity of ICT assessment at 16: student perceptions

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Research in progress

The validity of ICT assessment at 16: the student perception

A PhD enquiry

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ITTE Research Seminar 28/11/08

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ITTE Research Seminar 28/11/08



ewen and donabel (2006) *Sixty-Nine Dude!* [online] available at
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Student voice

I just did AQA GCSE a few days ago and i am sure anyone else who did will agree it is shamefully and embarrassingly easy for GCSE.

The only reason everyone seem to get bad grades is the 60% coursework - no offense but in my experience from my ICT lessons the sort of people who take ICT are the sort who won't work. I took it because it was either ICT or German and as i already was doing two other languages i didn't want the three and always regarded it as my dos lesson.

Also the test is very easy but everyone finds it easy so the grade boundaries are incredibly high. It's gonna be like 90+% for an A and 85%+ for an A this year.*

'addonai' (2007)

Student voice – Simon's view



Millwood (2008)

Validity = value

- ▶ Dochy & Moerkerke (1997)
"...students are expected to experience authentic assessment... because they realise the relevancy and usefulness of it for their future lives"
- ▶ Watts (2008) – analogy with money



'Roby72' (2008) Money Back Guarantee [online] available at <http://flickr.com/photos/rob72/2401722298/> accessed 5/11/08 (CC licensed)

'smaku' (2006) Back to School... [online] available at <http://flickr.com/photos/smaku/154520364/> accessed 5/11/08 (CC licensed)

Some notions of validity

- ▶ Different types of validity (eg Cohen, Manion and Morrison, 2007; Ripley, 2007; Gipps and Murphy, 1994; Messick, 1988)
- ▶ A unitary concept (Gronlund, 2005)
- ▶ To do with predictive value, authenticity (Tomari and Borich, 1999)
- ▶ Encompasses reliability (Gronlund, 2005)

Face validity

- ▶ Test recognisability
- ▶ Relates to perceptions – how appealing is a test to students?

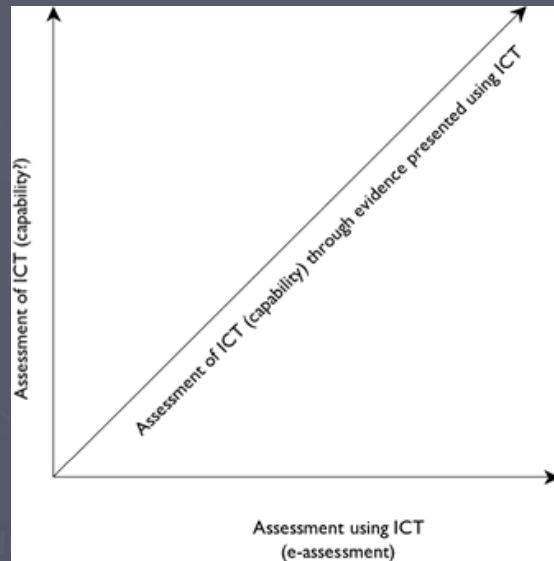
Watts (2008)

Construct validity

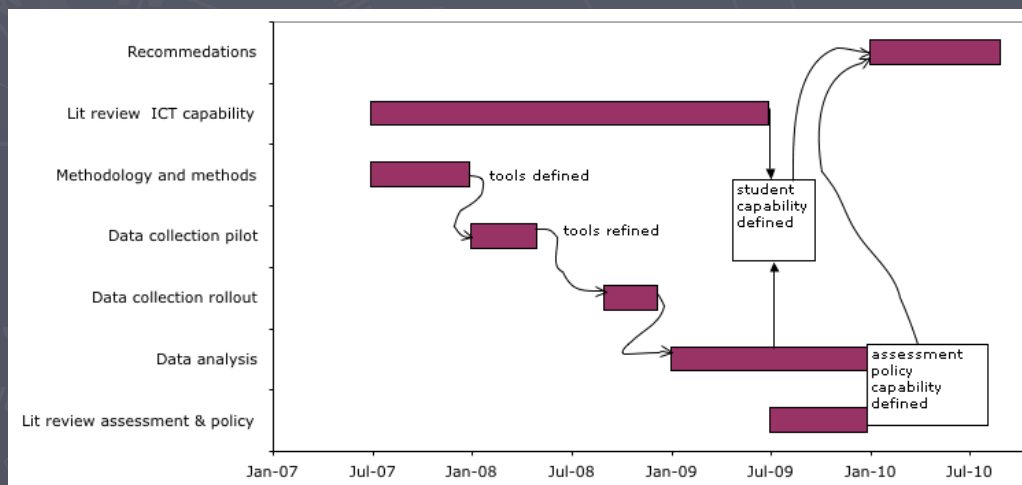
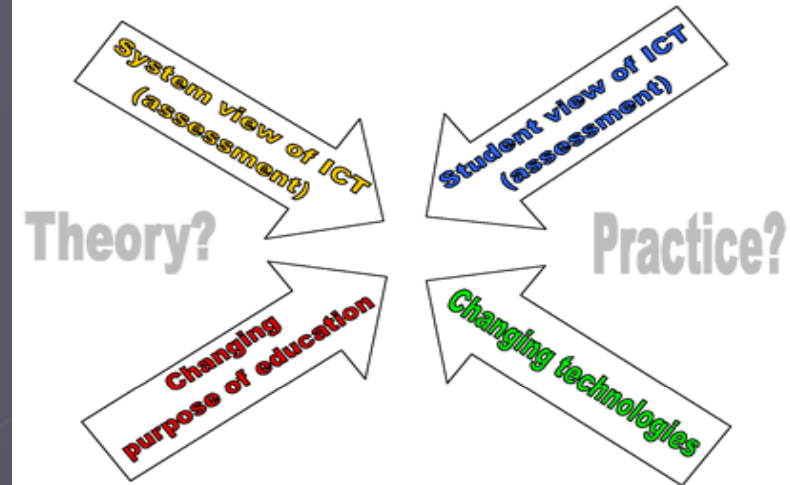
- ▶ Does the test assess what it sets out to assess?
- ▶ Also related to marketing research methodologies (Chisnall, 2005)
- ▶ What should ICT assessment set out to assess? What are the constructs?

ICT Assessment - valid, or what?

Some thoughts about the notion of validity of assessment when applied to ICT in secondary schools



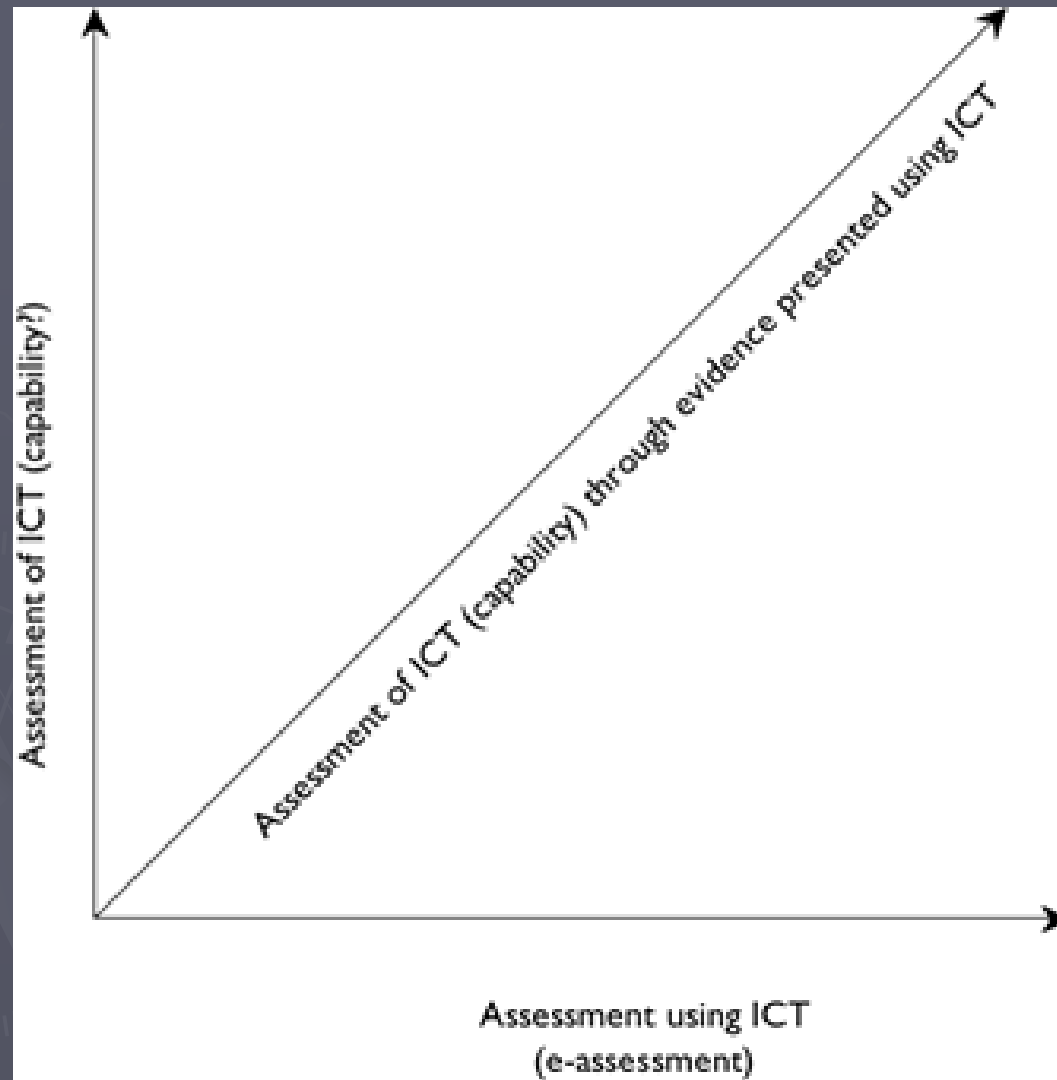
The research



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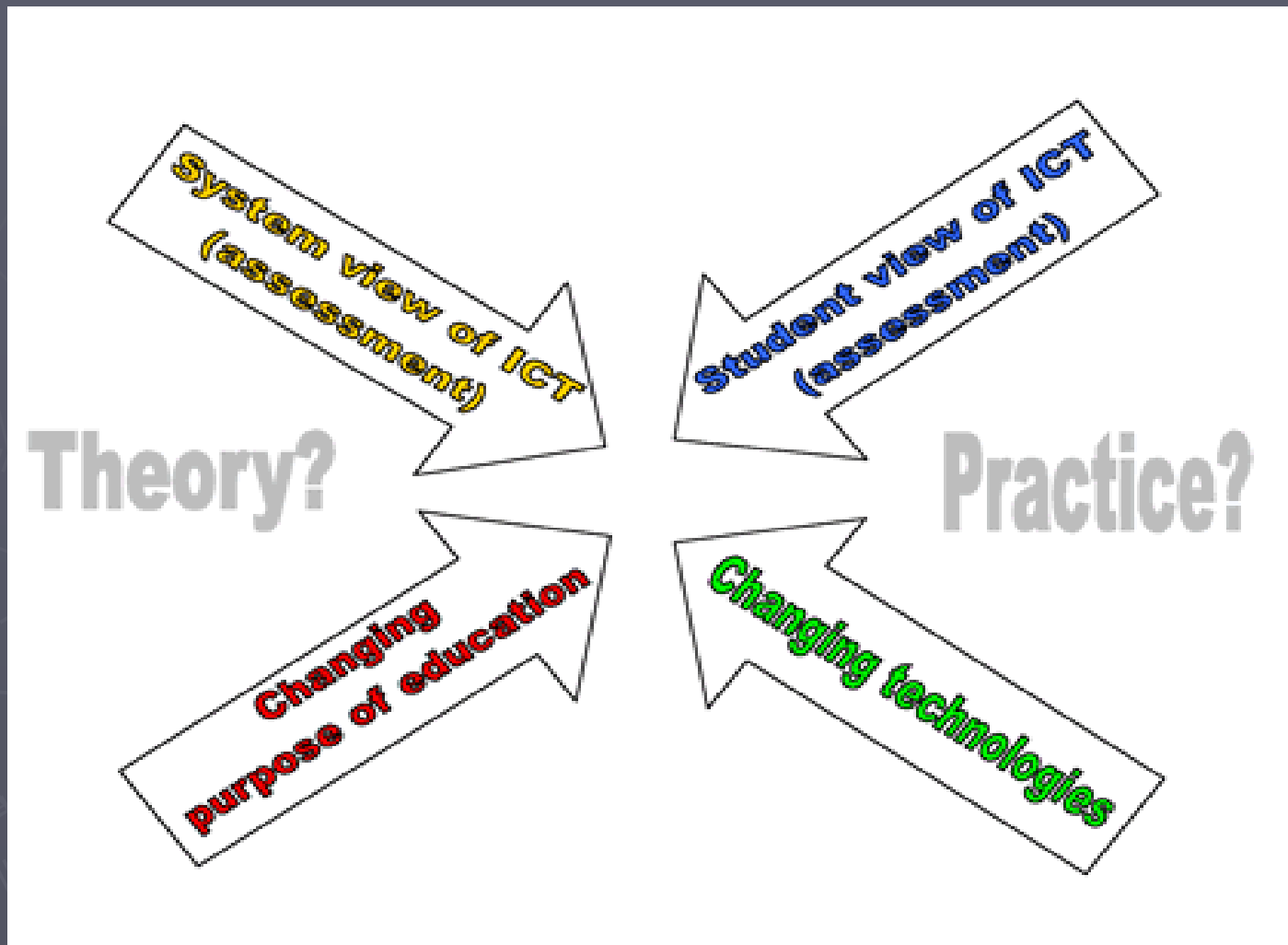
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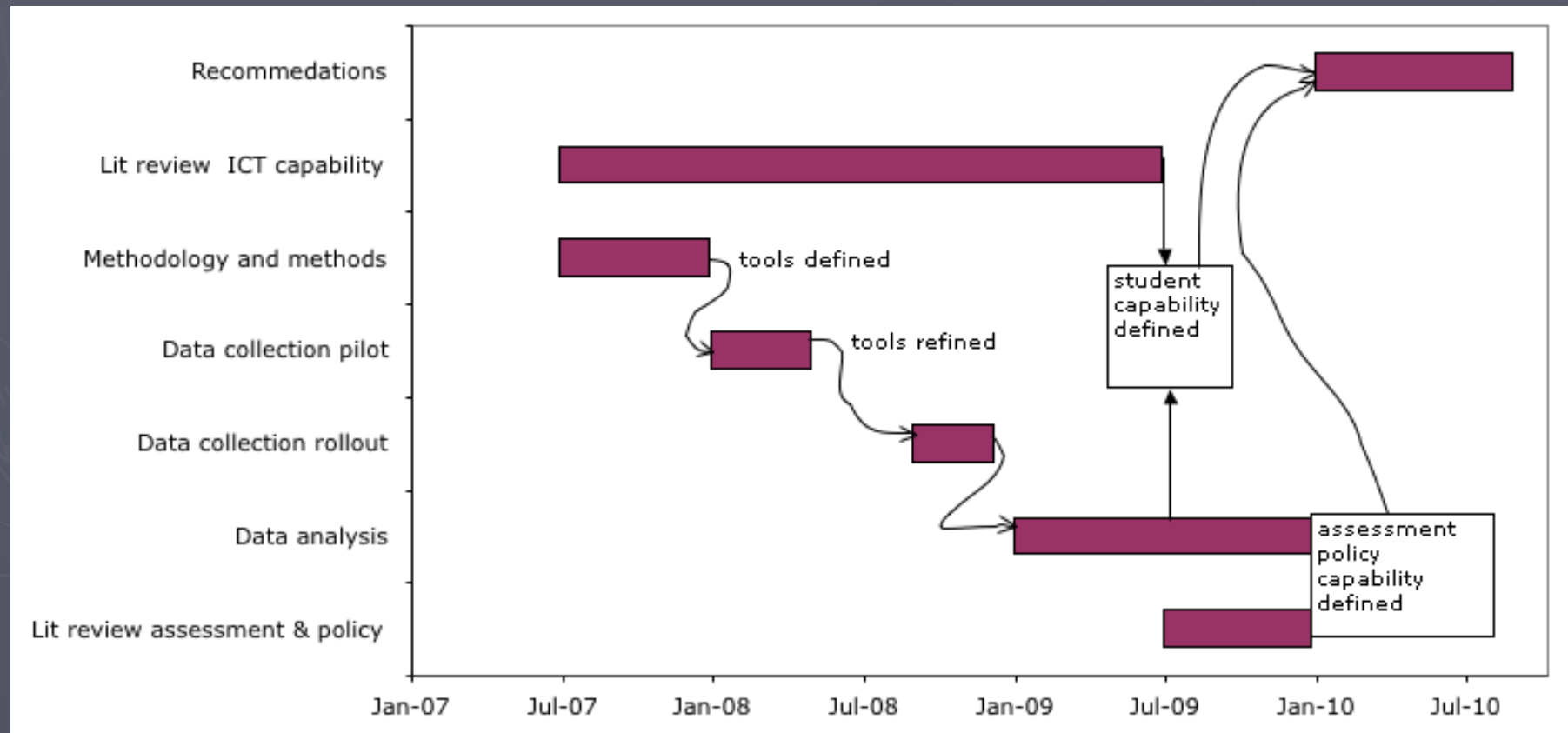
The research



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The research

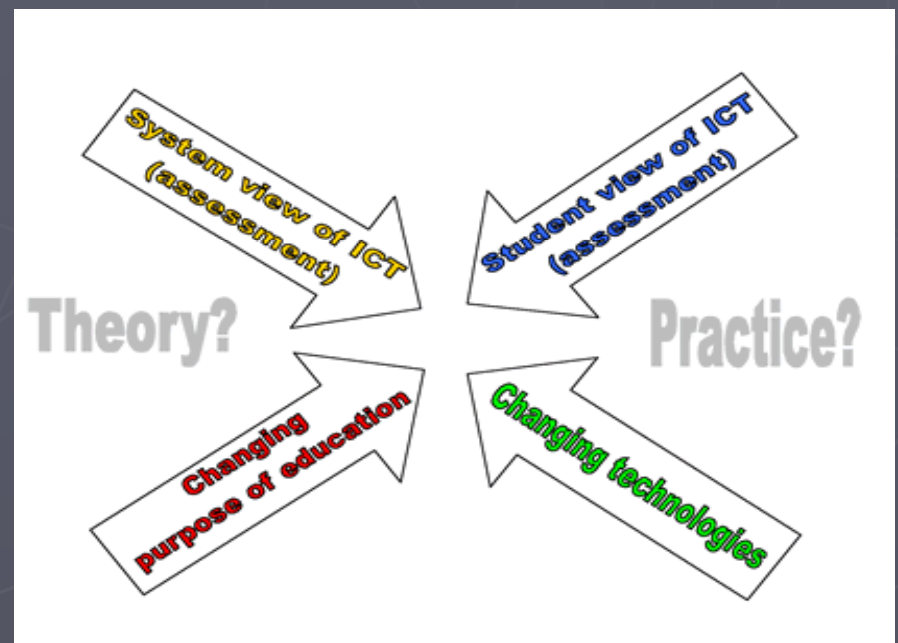


Research aims

- ▶ To critically analyse the ways in which students aged 16 construct their learning of ICT capability in formal and informal contexts;
- ▶ To explore the relationship between formal and informal learning within the field of ICT;
- ▶ To explore the methodologies of assessment of ICT capability at 16 and how this affects student perceptions of their capability;
- ▶ To develop a theoretical base to evaluate the construct validity of assessment of ICT at 16.

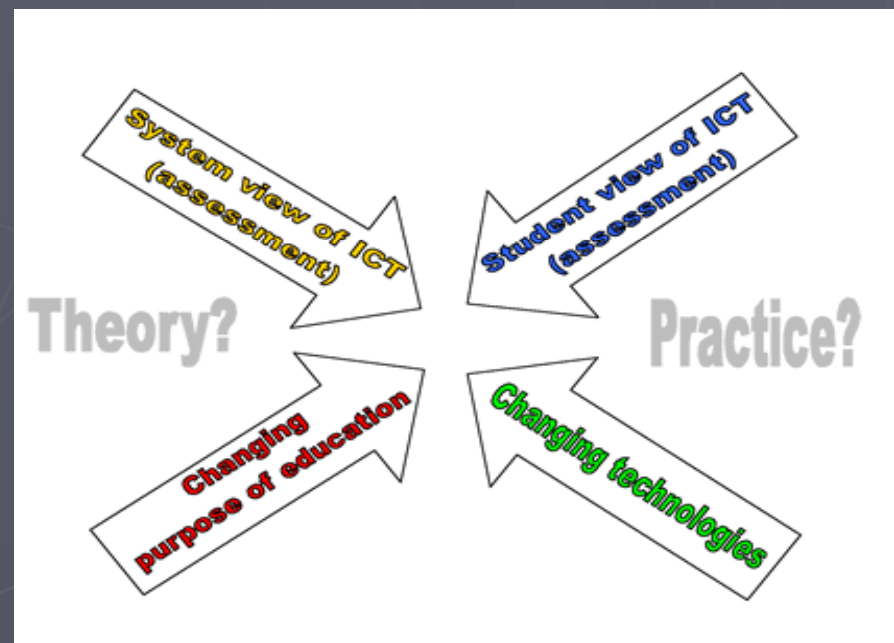
Questions emerging from aims

- ▶ How do year 11 students perceive ICT capability?
- ▶ How does the education and assessment system (in England, at 16) perceive it?
- ▶ How do the two differ?
- ▶ How may they be aligned?



Concepts emerging from literature review

- ▶ Learning
- ▶ Assessment
- ▶ Technology
- ▶ Policy



Assessment and learning: perceptions in metaphors

From Gulikers (2006, 11):

A striking number of metaphors refer to the strong influence of assessment on student learning such as:

- ▶ *the tail wags the dog*
- ▶ *the real test bias*
- ▶ *the washback effect*
- ▶ *the pre-assessment effect*
- ▶ *consequential validity*

Methodologies

- ▶ Central to the enquiry is student perceptions
- ▶ Interpretivist standpoint
- ▶ Student-centred (reflexivity) -> feminist research tradition
- ▶ Power (Foucault, Habermas) -> symbolic interactionism
- ▶ Hermeneutics (Husserl, Heidegger)
- ▶ Interpretive phenomenology (Conroy, 2003)
- ▶ Triple hermeneutics (Alvesson and Sköldbberg, 2000)
- ▶ NOT action research, ethnography nor case study

Conroy (2003)

- ▶ Interpretive Phenomenology (in nursing)
- ▶ Hermeneutic Principles for Research
- ▶ Spiral of hermeneutics – six stages: working from the interpretations of individuals to development of principles
- ▶ Offers a possible basis for a model

Methods

- ▶ Pilot groups in two schools
- ▶ Repertory grid analysis (Cohen, Manion & Morrison, 2007) to identify personal constructs of assessment (after Kelly, 1955)
- ▶ Elicit constructs
- ▶ Play back to larger population – Conroy's HPR model?
- ▶ Sample those taking and those not taking ICT qualifications
- ▶ Interview for vignettes of key informants (students): triangulation
- ▶ Revisit after 'exams'
- ▶ Analyse policy and awarding body documents for comparators

Issues

- ▶ Reflexivity from personal standpoint
- ▶ Fast pace if change in assessment processes means that student perceptions may be coloured by misconceptions
- ▶ Access to students after they taken examinations

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